



**MANDSAUR
UNIVERSITY**
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**B.ED.
Detailed Syllabus**

Semester – IV

PE10 T

Creating an Inclusive School

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To sensitize the concept, need and nature of inclusive education and social inclusion
- To familiarize with the legal and policy perspectives behind inclusive education
- To understand the types, probable causes, preventive measures and characteristics of different types of impairment and disabilities
- To understand street children, platform children, and orphans, children born and brought up in correctional homes, child labor and other socioeconomically backward children
- To identify the children of special needs or Divyangjan and to create inclusive school.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Recall and explain the concept, types, and educational needs of children with special needs and the importance of inclusive education in the context of universalization of elementary education.	L1
CO2: Explain and analyze the characteristics and functional limitations of children with different disabilities and differentiate between inclusion, exclusion, and inclusive practices.	L1& L3
CO3: Apply and analyze the roles of school, teachers, family, and community in implementing inclusive education and demonstrate appropriate classroom management and teaching competencies.	L2 & L3
CO4: Understand and apply various government policies and laws related to persons with special needs in the Indian educational context.	L1 & L2
CO5: Apply and Evaluate techniques of identification and assessment, design Individual Educational Programs (IEP), and use appropriate teaching strategies and	L3 & L4

technologies for inclusive classrooms.	
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**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
CO1	1	1	2	1	-	-	1	-	-	2	2	1	2
CO2	1	1	2	1	-	-	-	-	-	2	2	1	2
CO3	2	2	3	2	1	-	1	1	2	2	2	2	2
CO4	1	1	1	-	1	-	2	1	-	2	1	1	2
CO5	2	2	2	2	2	2	1	2	1	2	2	2	2

High-3 Medium-2 Low-1

Course Contents:

Unit I: Special needs and Education

1. Concept of special need children and type of special children.
2. Education of children with special needs and its implication for universalization of Elementary Education.
3. Understanding and respecting diversity.
4. Trends of education for children with special need in India.

Unit II: Nature, Types and Characteristics of Children with Special Needs

1. Psycho-social and educational characteristics & functional limitations.
2. Locomotors Impairment, Hearing impairment, Visual impairment, Learning disability, mental retardation and slow learners.
3. Meaning and definition of exclusion, inclusion and exclusion in Indian education.
4. Principles and methods of curriculum adaptation and adjustment to address diversity Gronlund Robert Miller's and R.C.E.M. method.

Unit III: Role of Community, Family and School in Inclusive Education

1. Inclusive School: Concept, need, philosophy, aims and objectives, role of Inclusive school in modern times, School and classroom management for implementing inclusive education.
2. Teaching competencies required for inclusive education.
3. Role of class teachers, resource teachers in inclusive education & Specific role of family and community participation in Inclusive education.
4. Guidance and counseling in inclusive education.

Unit IV: Government Policies and laws for Person with Special Needs

1. Rehabilitation Council of India Act (1992)
2. Persons with Disability Act (1995)
3. National Policy of Disabilities (2006)
4. NEP 2020 regarding Persons with Disabilities.

Unit V: Identification and Assessment of Children with Special Educational Needs

1. Concept and techniques of assessment & Identification and functional assessment of children with special needs.
2. Curriculum, adaptation, teaching strategies and evaluation in inclusive school.
3. Comparative learning, peer tutoring, behavior modification, multisensory approach, Perceptual strategy and system approach.
4. Individual educational program (IEP) and use of emerging technology adaptation in Evaluation Procedure and ICT.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment, MST, EST. (# MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Reference Books:

1. Montgomery, D. (1990), Special need in ordinary schools: children with learning difficulties, Cassel educational limited, London
2. Ainscow, M.(1990) special needs in the classroom: A Teacher Education Pack UNESCO
3. Hallahan and Kuffman J.M. (1984) Exceptional Children, Prentice hall
4. Haring N.G. (1986) Exceptional Children and Youth Ohio: Columbus Charles E Meml Publishing Co. A Bell and Howell Co

Important Websites:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



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**B.Ed.
Detailed Syllabus**

Semester – IV

PE6 T

Gender, School and Society

Pre-requisites: Basic Sociology Gender Awareness Education

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To familiarize students on basic concepts of Gender, School & Society
- To understand issues of gender in school, social practices in a correct perspective
- To identify major gender issues such as dowry, workplace discrimination, gender-based violence, sexual abuse, and cyber bullying, and understand related national policies.
- To Apply different policy documents for gender equality, equity & justice
- To Analyze the gender related discriminatory practices in educational context

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basic concepts of gender studies including gender equality, equity, bias, stereotyping, feminism, patriarchy, masculinity, femininity, and sexuality in relation to social diversity and inclusion.	L1&L2
CO2: Analyze the role of family, school, teachers, peers, curriculum, and social institutions in creating and sustaining gender inequalities and gender-related social challenges.	L3&L4
CO3: Apply the nature, causes, and consequences of gender-related issues in society and their relationship with social structures and cultural practices..	L2,L3&L4
CO4: Apply knowledge of constitutional provisions, national policies, and legal frameworks related to gender justice, women's empowerment, child protection, and workplace safety in the Indian context.	L2&L3
CO5: Evaluate the role of education and society in fostering gender equality, women's empowerment, and inclusive participation	L3& L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply;Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

CO / PO / PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	–	–	–	2	2	1	2	2	2	2
CO2	2	2	2	2	1	2	2	2	-	2	-	2	2
CO3	2	2	-	1	2	–	-	-	2	1	2	2	–
CO4	1	1	1	–	1	–	2	1	1	–	1	1	3
CO5	2	–	–	–	2	1	2	2	1	2	2	2	-

CO–PO–PSO Mapping (1 = Low, 2 = Medium, 3 = High, “–” = Not Mapped)

Course Contents:

Unit I: Understanding concepts related to gender

Gender Equality, Gender Equity, Gender Bias, Gender Stereotyping. Feminism, Patriarchy, Masculinity and Femininity, Sexuality. Equity and equality in relation with caste, class, religion, ethnicity, disability and region. Gender inequality due to biased socialization practices in family, schools and other formal and informal organizations

Unit II: Gender Challenges & Gender Studies

Gender Inequalities, Role of Education, Schools, Peers, Teachers, Curriculum and Textbooks in gender inequalities. Gender related issues in Society, Dowry System, Work Place Discrimination, Gender Based Violence. Paradigm Shift from women's studies to Gender studies Theories on Gender: Socialization Theory, Structural Theory, Deconstructive Theory.

Unit III: Gender Issues & Provision

Gender related issues in society: sexual abuse. Cyber Bullying. National Gender Policy 2015. National Policy for Empowerment of Women 2001.

Unit IV: Gender Jurisprudences in Indian Context

Prenatal Diagnostic Technique Act-1994. Domestic violence act, 2005. Protection of from sexual offences (POCSO) act, 2012. Sexual Harassment of women at workplace, act 2013.

Unit V: Recommendations regarding Women's Education and Empowerment

Kothari Commission 1964-66. National Policy of Education 1986. Right to Education Act 2009. National Education Policy 2020.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, CCE, MST)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:**Text books:**

1. **NCERT. (2006).** *Gender Issues in Education*. National Council of Educational Research and Training, New Delhi.
2. **Sharmila. (2003).** *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage Publications, New Delhi.

Reference Books:

- 1 K.K. Sharma, Dr Punam Miglani, Dr. Pratibha K, (2016) Gender, School & Society
- 2 Rajesh Makal, Lalita Makal, Kala Mandir, (2018) Gender, School & Society
- 3 Agnes Ronald D'Costa, Gender, School & Society, (2017) Himalaya Publication, New Delhi
- 4 Vinoti Ojha Trevedi, Gender, School & Society, (2019) Agrawal Publications, New Delhi

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Semester – IV

PE6 T

Gender, School and Society

Pre-requisites: Basic Sociology Gender Awareness Education

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To familiarize students on basic concepts of Gender, School & Society
- To understand issues of gender in school, social practices in a correct perspective
- To identify major gender issues such as dowry, workplace discrimination, gender-based violence, sexual abuse, and cyber bullying, and understand related national policies.
- To Apply different policy documents for gender equality, equity & justice
- To Analyze the gender related discriminatory practices in educational context

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basic concepts of gender studies including gender equality, equity, bias, stereotyping, feminism, patriarchy, masculinity, femininity, and sexuality in relation to social diversity and inclusion.	L1&L2
CO2: Analyze the role of family, school, teachers, peers, curriculum, and social institutions in creating and sustaining gender inequalities and gender-related social challenges.	L3&L4
CO3: Apply the nature, causes, and consequences of gender-related issues in society and their relationship with social structures and cultural practices..	L2,L3&L4
CO4: Apply knowledge of constitutional provisions, national policies, and legal frameworks related to gender justice, women's empowerment, child protection, and workplace safety in the Indian context.	L2&L3
CO5: Evaluate the role of education and society in fostering gender equality, women's empowerment, and inclusive participation	L3& L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply;Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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CO1	1	1	2	–	–	–	2	2	1	2	2	2	2
CO2	2	2	2	2	1	2	2	2	-	2	-	2	2
CO3	2	2	-	1	2	–	-	-	2	1	2	2	–
CO4	1	1	1	–	1	–	2	1	1	–	1	1	3
CO5	2	–	–	–	2	1	2	2	1	2	2	2	-

CO–PO–PSO Mapping (1 = Low, 2 = Medium, 3 = High, “–” = Not Mapped)

Course Contents:

Unit I: Understanding concepts related to gender

Gender Equality, Gender Equity, Gender Bias, Gender Stereotyping. Feminism, Patriarchy, Masculinity and Femininity, Sexuality. Equity and equality in relation with caste, class, religion, ethnicity, disability and region. Gender inequality due to biased socialization practices in family, schools and other formal and informal organizations

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Gender Inequalities, Role of Education, Schools, Peers, Teachers, Curriculum and Textbooks in gender inequalities. Gender related issues in Society, Dowry System, Work Place Discrimination, Gender Based Violence. Paradigm Shift from women's studies to Gender studies Theories on Gender: Socialization Theory, Structural Theory, Deconstructive Theory.

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Unit IV: Gender Jurisprudences in Indian Context

Prenatal Diagnostic Technique Act-1994. Domestic violence act, 2005. Protection of from sexual offences (POCSO) act, 2012. Sexual Harassment of women at workplace, act 2013.

Unit V: Recommendations regarding Women's Education and Empowerment

Kothari Commission 1964-66. National Policy of Education 1986. Right to Education Act 2009. National Education Policy 2020.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, CCE, MST)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:**Text books:**

1. **NCERT. (2006).** *Gender Issues in Education*. National Council of Educational Research and Training, New Delhi.
2. **Sharmila. (2003).** *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage Publications, New Delhi.

Reference Books:

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- 2 Rajesh Makal, Lalita Makal, Kala Mandir, (2018) Gender, School & Society
- 3 Agnes Ronald D'Costa, Gender, School & Society, (2017) Himalaya Publication, New Delhi
- 4 Vinoti Ojha Trevedi, Gender, School & Society, (2019) Agrawal Publications, New Delhi

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**Bachelor of Education
Detailed Syllabus**

Semester – IV

PE8 T

Knowledge and Curriculum

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand the meaning and principles of curriculum
- To know and appreciate curriculum as a means of development of the individual.
- To understand the foundations and evaluation of curriculum and to know the different models of curriculum.
- To compare the view point given by different commissions agencies
- To develop an understanding of the concept, need, scope and functions of school management.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand knowledge and its relation to education.	L1
CO2: Explain the meaning and principles of curriculum.	L1
CO3: Apply curriculum approaches and models.	L2
CO4: Analyze types and bases of curriculum.	L3
CO5: Evaluate curriculum development and educational policies.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO 1	PO2	PO3	PO 4	PO 5	PO6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO3
CO1	1	1	1	-	-	-	1	2	1	1	1	1	-
CO2	1	2	1	1	-	1	1	-	1	2	-	1	1
CO3	2	1	1	2	1	2	-	1	1	1	1	-	1
CO4	1	1	1	1	1	1	1	1	1	1	1	1	1
CO5	1	1	1	1	2	1	2	1	1	2	2	2	1

Course Contents

UNIT I: Knowledge and Related Concepts

12 Hours

1. Knowledge: concept, types and sources of knowledge
2. Distinction between knowledge and skill, knowledge and information, reason and belief
3. Education in relation to modern values: equity, equality ,individual opportunity
4. Suggestions of Kothari commission regarding equality of educational opportunities

UNIT II: Basis and Principles of Curriculum

12 Hours

1. Curriculum: meaning, nature, need and characteristics of a curriculum
2. Curriculum development: stages and principles, dimensions of curriculum development, Persons involved in curriculum construction
3. Concept of nationalism, universalization, secularism and their relationship to education
4. Education and human resource development: concept, meaning, elements, aims and objectives, sources and role of education in economic development

UNIT III: Models of Curriculum Development

12 Hours

1. Bases of curriculum philosophical, psychological and sociological
2. Types of curriculum subject-centered curriculum, activity-centered curriculum, experience centered curriculum, child-centered curriculum
3. Models of Curriculum development: HildaTaba Model, Leyton solo model,
4. Saylor & Alexander model.: Relph Tyler's Model, Wheeler's Model of curriculum development

UNIT IV: Approaches of Curriculum Development

12 Hours

1. Approaches of curriculum development behavioral approach, managerial approach, system approach, humanistic approach
2. Concept, advantages and limitations of core curriculum
3. Integrated curriculum and inter-disciplinary curriculum
4. Drawbacks of present curriculum and suggestions for improvement

UNITV: Curriculum Construction and Evaluation

12 Hours

1. Curriculum construction need and principles, evaluation of curriculum: need, importance and procedure of curriculum evaluation
2. Curriculum related suggestions of various commissions, University Education Commission(1948), Secondary Education Commission(1952-53), Education Commission(1964-66)
3. NPE(1986,1992&2020) with regard to curriculum development and suggestions of NEP 2020 regarding equality of educational opportunities
4. NCF(2005) its recommendations with regard to curriculum evaluation

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST #)
Weightage (%)	40	60

*CCE- Continuous comprehensive evaluation; Assignment, MST, EST. (MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

1. **Knowledge & curriculum** , By Prof. Girish Chaudhary | R Lall book dipo | 2007
2. **Gyan aur Pathyacharya**, By Raman Biharilal & Sunita palod | R . Lall Book Dipo | 3rd edition 2013/14
3. **Gyan Avam Pathyakram**, By N R Swaroop Saxena & Anamika | R. Lall Book dipo | 1

Reference(s)

1. Aggarwal, Deepak (2007) Curriculum Development: Concept, Methods and Techniques New Delhi, Book Enclave
2. Aggarwal J.C.(1967) Education Administration, School Organization and Supervision, Delhi, Arya Book
3. Aggarwal J.C.(2003). Hand book of Curriculum and Instruction, Delhi Do aba Book House.
4. Arora G.L.(1984) Reflections on Curriculum. NCERT
5. Bhatia,K. K.& Chadda D.P.C.(1980). Modern Indian Education and its Problems, Ludhiana: Prakash Brothers.
6. Chopra, R.K.(1993).Status of Teacher in India, New Delhi: NCERT

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>
3. IGNOU- <https://www.ignou.ac.in/>
4. NCTE - <https://ncte.gov.in/>
5. NCERT - <https://ncert.nic.in/>
6. DIKSHA - <https://pmevidya.education.gov.in/diksha.html>



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**B.Ed.
Detailed Syllabus**

Semester – IV

EPC 4 P

Critical Understanding of ICT

Course Category

L-0 T-0 P-8- C-4

Pre-requisites: Basics of Critical Understanding of ICT

Course Objective:

- To understand the concept and role of ICT in construction of Knowledge.
- To acquire knowledge and understanding about National Policy on ICT in School Education.
- To identify the challenges in integration of ICT in school Education.
- To understand Computer fundamentals.
- To employ hands-on-experience on computer.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the concept, meaning, and characteristics of ICT. Describe the role of information technology in knowledge construction.	L1
CO2: Apply computer applications such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint in learning tasks.	L2
CO3: Analyze the effectiveness of modern devices like DLP projectors and CCTV in education. Design instructional materials using ICT tools for classroom teaching.	L3
CO4: Evaluate the advantages of smart classrooms in enhancing learning outcomes.	L4
CO5: Evaluate the educational use of social networking platforms like Facebook and WhatsApp.	L1

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CCO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	-	-	2	3	1	-	1	-	1	-	2	1	-
CO2	1	-	3	2	1	-	-	-	2	-	2	3	1
CO3	1	2	1	2	1	1	-	1	3	-	1	1	1
CO4	1	-	2	3	1	-	-	1	2	1	-	2	1
CO5	-	1	1	3	1	-	-	1	-	1	-	3	-

Course Contents:

UNIT I: Introduction to ICT

20 Hours

1. Concept of ICT: Meaning and Characteristics
- 2..Role of Information Technology in Construction of Knowledge
3. National Policy on ICT in School Education, Challenges in Integrating ICT in School Education

UNIT II Introduction to Computer Fundamentals

20 Hours

1. Computer Fundamentals Meaning, Components & Types of Computer
2. Functions of Operating System; Application Software
3. Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor), Excel (Spread Sheets) and PowerPoint (Slide Preparation &Presentation)

UNIT III: ICT in Teaching – Learning Process

20 Hours

1. Hardware Technologies and their Applications Overhead Projector (OHP) Preparing Transparencies.
2. Slide Projector, Audio-Video Recording Instruments.
3. DLP Projector Movie Projector Close Circuit Television (CCTV).

UNIT IV: New Trends in ICT

20 Hours

1. New trends in ICT concept, elements and advantages of smart classroom.
2. EDUSAT internet & online learning resources (e- library, websites web 2.0 technology and open educational resources) in learning.

UNIT V: Communication and Network

20 Hours

1. Communication meaning elements of communication, barriers of communication effective communication, types of communication media of communication.
2. Computer network concept: definition- types –LAN, WAN, history of internet, use of search engine - social network concept, definition, educational use of social network like Facebook, WhatsApp.

Practical based assignments:

1. Preparation of a Report on ICT Facilities in a School – Survey the availability and use of computers, internet, smart classrooms, and other ICT resources in a nearby school.
2. Hands-on Practice in MS Word – Create a lesson plan, notice, and question paper using Word Processor tools.
3. Data Management using MS Excel – Prepare a student attendance sheet and calculate percentage and grades using formulas.
4. PowerPoint Presentation Development – Design and present a multimedia lesson on a

school subject.

5. Develop transparencies and visual aids for classroom instruction.
6. Operation and Demonstration of ICT Hardware – Practice using projector, printer, scanner, webcam, microphone, and CCTV system.
7. Exploration of Online Educational Resources – Visit and review educational portals such as DIKSHA, SWAYAM and e-PG Pathshala.
8. Creation of a Smart Classroom Lesson – Prepare a technology-integrated lesson incorporating videos, animations, and digital resources.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Internal Marks)	External Assessment (External Marks
Weightage (%)	50	50

*A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

1. Saxena, S. (1998) A first Course in Computer, New Delhi: Vikas Publications
2. Sinha, P.K. (1990) Computer Fundamentals, New Delhi: BPB Publications
3. Tanenbaum, A.S. (1998) Computer Networks, New Delhi: Prentice-Hall of India
4. Intel (2003) Intel Innovation in Education, New Delhi: Student Work Book
5. Shukla Bhawana (2017) ICT in Education, Agarwal Publication, AGRA.

Reference Books:

1. **Mangal, S. K. & Mangal, U. (2019).** *Essentials of Educational Technology*. PHI Learning Pvt. Ltd., New Delhi.
2. **Sharma, R. A. (2018).** *Educational Technology*. R. Lall Book Depot, Meerut.
3. **Kumar, K. L. (2017).** *Educational Technology*. New Age International Publishers, New Delhi.
4. **Goel, D. R. & Goel, C. (2010).** *Computer Education and Educational Technology*. Vikas Publishing House, New Delhi.

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Semester – IV

CPS11a-01 T

Environmental Education

Pre-requisites: Basics of environment and pollution

Course Category

L	T	P	C
4	0	0	4

Course Objective:

1. To develop awareness about the various types of pollution, ecological imbalances, greenhouse effect and contributions of environmental activities
2. To understand the terminologies, relationship and programs of environmental education
3. To compute various co-curricular activities in imparting environmental education
4. To relate the role of ecotourism in creating environmental awareness and towards impacts of hazards of environmental degradation
5. To criticize curriculum, assessment and evaluation in environmental education

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concepts, scope and importance of environmental education.	L1 & L3
CO2: Apply suitable methods and co-curricular activities in environmental education.	L1&L2
CO3: Analyze the causes, effects and prevention of different types of environmental pollution.	L3 &L4
CO4: Analyze the impact of environmental degradation on society and ecological balance.	L3 & L4
CO5: Evaluate curriculum design and assessment practices in environmental education.	L2 & L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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CO2	2	3	-	1	1	1	-	1	-	-	3	2	2
CO3	1	2	2	1	-	1	-	2	1	-	1	3	2
CO4	-	1	-	1	2	3	2	-	-	1	2	-	2
CO5	3	2	-	-	3	2	-	-	2	-	1	2	3

High-3 Medium-2 Low-1

Course Contents:

UNIT I – Environment and Pollution

12 Hours

1. Environment- Meaning and Types
2. Types of environmental pollution: Air Pollution, Water pollution: Meaning, causes and prevention
3. Types of environmental pollution: Soil pollution, Noise Pollution: Meaning, causes and prevention
4. Impacts of environmental pollution: deforestation, soil erosion, extinction of wildlife, depletion of ozone layer

UNIT II- Introduction to Environmental Education

12 Hours

1. Environmental education - meaning, scope, goals, importance
2. Relationship of environmental education with other subjects
3. Basic concepts of environmental education: Ecology and Ecological balance, Food chain, Pollution and Pollutants
4. Natural Resources, greenhouse effect, biodegradable and non-biodegradable materials, Biosphere, Biodiversity

UNIT III- Methods of Teaching Environmental Education

12 Hours

1. Direct (special) approach, Integrated (multidimensional) approach, casual approach
2. Co-curricular activities: intellectual meeting seminar, essay collection, group discussion, debate, special lecture, brain storming
3. Field outreach and extension activities-nature club, quiz, model making, poster making and exhibitions
4. Diagnostic activities related to inflammable ecological problems

UNIT IV- Environment and Community Participation

12 Hours

1. Environmental degradation: meaning, concept
2. Impact of environmental degradation on the health of people
3. Role of media and ecotourism in creating environmental awareness
4. Role of information technology in environment awareness/consciousness

UNIT V- Environmental Education and Assessment Related Programs**12 Hours**

1. Concept of curriculum, importance of syllabus
2. Characteristics of good syllabus, curriculum construction goals
3. Evaluation in environmental education major objectives, need, importance, principles
4. Types of assessment - formative assessment, summative assessment

Total: 60 Hours**Examination Scheme: Total – 100 marks**

Components	Continuous Internal Assessment* (Assignment & MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment, MST, EST. (# MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbook:**

Krishama charyelu, V. and Reddy, G. S. (2000) Environmental Education, Hyderabad Neelkamal Publications Pvt. Ltd.

Reference Books:

1. Government of India (2001) India–2001–A Reference Annual, New Delhi, Ministry of Information and Broadcasting
2. Carson, Sean Mc. B. (1978) Environmental Education–Principles and Practices, London: Edward, Arnold Publishers
3. Sharma, J. N. (1991) An Introduction to Water Pollution, Meerat Krishna Prakash Mandir
4. UNESCO Environmental Education Principles of Teaching and Learning, (1980) Paris

Important Websites:

1. <https://link.springer.com/book/10.1007/978-981-99-8846-4>
2. <https://www.oreilly.com/library/view/environmental-studies/9788131721186/xhtml/bibliography.xhtml>



**MANDSAUR
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**B.Ed.
Detailed Syllabus**

Semester – IV

CPS11a-02

Guidance & Counselling

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand the concept of guidance.
- To understand and apply services of guidance.
- To understand needs of differently-abled students.
- To apply counselling techniques and analyse guidance, career factors, and counsellor ethics.
- To evaluate guidance assessment techniques ,appropriate strategies, records, and follow-up plans.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basics of guidance and counselling, its types, principles, roles, learner needs, and assessment methods.	L1
CO2: Apply guidance and counselling techniques and services to address learners' educational, vocational, personal, and special needs.	L2
CO3: Analyze types of guidance, counselling approaches, learner categories, and assessment tools for their relevance in schools.	L3
CO4: Evaluate counselling techniques, guidance services, and support systems for improving effectiveness in practice.	L4
CO5: Evaluate career development processes, ethical practices, records, and follow-up services in guidance and counselling.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	2	–	2	–	1	1	–	1	1	1	3
CO2	3	2	3	2	2	2	1	-	2	2	3	2	1
CO3	-	3	-	1	-	1	–	2	-	1	2	-	2
CO4	2	-	2	1	3	2	1	3	1	-	-	3	-
CO5	1	2	2	–	3	1	3	2	1	2	2	3	3

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium)

correlation, and 1 for slight (low) correlation)

Course Contents:

Unit I: Introduction to Guidance

12Hours

1. Concept, definition, basic assumptions, principles of guidance.
2. Nature, scope, aims of guidance
3. Concept of Individual guidance and group guidance
4. Role of teachers, parents, guidance personnel and community in Guidance

Unit II: Various types of Guidance

12Hours

1. Kinds of guidance: educational, vocational and personal.
2. Basic elements for organization of guidance services.
3. Guidance for children with special needs.
4. Various types of services in guidance and counselling

Unit III: Guidance of the Differently - Abled Students

12Hours

1. Meaning and concept of Differently-Abled Students
2. Importance of Guidance of the Differently-Abled Students.
3. Guidance of the Differently-Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – Identification
4. Mainstreaming and providing support services to Differently-Abled Students.

Unit IV: Techniques of Counselling

12Hours

1. Counselling: meaning, conceptual similarities and differences between Guidance and Counselling, relevance of counselling in present context.
2. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications.
3. Career Development, Factors influencing career development.
4. Professional ethics of counsellor\

Unit V: Assessment in Guidance and Counselling

12Hours

1. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, Autobiographical description, their merits and demerits.
2. Placement and follow-up services
3. Formation of cumulative records - step and importance. Transactional Strategies:
4. Interviews, Case study and case conference, follow up

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- Educational and Vocational Guidance and Counseling: J.C. Agrawal, Doaba House, 7th edition, 2004.
- Career Information in Career Guidance - Theory and Practice: J.C. Agrawal, Doaba House, 2005.
- Educational Counseling: Kapil Dev, Pragun Publications, 2006.
- Principles of Guidance and counseling: K.K.Bhatia, Kalyani Publication, 201

Important Websites:

- <https://share.google/8N3Mk9meV6Yanycvo>
- <https://share.google/lAEFoB5uhoF9lkrqh>
- <https://share.google/E0BrUf5ALYUE76jZ1>
- <https://share.google/dlStZP3xJ3vMVoKjz>
- <https://share.google/pODw4M9rZ7ruO1I5H>
- <https://share.google/qA7iCnPBKXPLxOJVU>
- <https://share.google/xgUza1ct15Uc8PeLA>
- https://www.youtube.com/watch?v=AiLLsybp_A



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**Program - B.Ed.
Detailed Syllabus**

Semester – IV

Course code: CPS11a/04

Course name : Vocational Education

Course Category

L	T	P	C
4	0	0	4

Pre-requisites: Basics of Education

Course Objectives

- To explain the objectives, meaning and nature of vocational education
- To differentiate basic education, craft education and work experience
- To analysis the various policies in relation to vocational education
- To describe national skills qualification framework and industry school linkage
- To know entrepreneurship and its importance
- To discuss new trends and development in vocational education

Course Outcomes:

Course Outcomes (COs)	Level
CO1: Explain the meaning, objectives, importance, and key concepts of vocational education including work education and human resource development..	L1
CO2: Apply knowledge of policy frameworks such as the National Policy on Education 1986 and National Knowledge Commission to understand vocational education development.in India.	L2
CO3: Analyze the status, streams, and emerging trends in vocational education including entrepreneurship.	L3
CO4: Evaluate strategies and frameworks like the National Skills Qualification Framework for effective vocational education implementation..	L4
CO5: Design solutions to address challenges in vocational education including pedagogy and industry–school linkage.	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply;Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	1	2	1	1	1	-	2	1	1	2	1	2
CO2	2	2	3	2	1	1	1	2	1	2	2	2	3
CO3	2	3	2	2	2	2	2	1	2	2	3	2	3
CO4	1	2	2	2	2	3	2	2	1	2	2	2	3
CO5	2	3	2	3	2	2	2	3	3	3	3	3	3

Course Contents:

Unit I– Introduction of Vocational Education

1. Vocational education – Meaning, objectives and importance
2. Concept of basic education, craft education and work experience
3. Socially useful productive work (SUPW) and work education
4. Concepts: Education and technical education, Human resources development, skilled manpower, productivity

Unit II- Policy frame work of Vocational Education

1. Developmental history of Vocational education
2. Recommendations of commissions and committees in pre and post independent India for vocational education
3. Policy framework under national policy on education
4. National Knowledge Commission (2005-07) and different five years plans

Unit III- Status of Vocational Education and Trends

1. Entrepreneurship –Concept, characteristics, importance and competencies
2. Streams of Vocational education
3. Progress and present status of Vocational education
4. New trends and development in vocational education

Unit IV- Strategies and skill development

1. Vocationalization of Education in School
2. National Skills Qualification Framework (NSQF)
3. Strategies for effective implementation of vocational education
4. Skill Development

Unit V-The Challenges

1. Vocational education: Management structure,
2. Major issues, problems and challenges.
3. Vocational pedagogy.
4. Industry school linkage its necessity and significance on the job training.

Practical based assignments:

- Conduct survey on preferences of students towards various vocations and prepare a report
- Reflect and report on NSQF
- Enlist the prevailing vocations at secondary level and reflect according to your preference

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, CCE, MST	External Assessment (EST #)
Weightage (%)	40	60

MST (Internal Assessment) will be conducted by the Department & EST (External Assessment) will be conducted by the CoE office at MU.

List of Books:**Textbook:**

1. Tarun Rashtriya – *Vocational Education*
2. J.C. Aggarwal & S.P. Agrawal – *Vocational Education in India: Philosophy, History and Problems*
3. Dr. Savita Mishra – *Vocational Education: New Pedagogical Approaches*

Reference Books:

1. Damodar Singh – *Role of Vocational Education*
2. NCERT / PSSCIVE Vocational Textbooks

Important Websites:

1. National Council of Educational Research and Training <https://ncert.nic.in>
2. Pandit Sunderlal Sharma Central Institute of Vocational Education
<https://psscive.ac.in/publications/textbooks>



**Program - B.Ed.
Detailed Syllabus**

Semester – IV

Course Code : CPS11a- 03 T

Teacher Education

Pre-requisites: Basics of Education

Course Category

L	T	P	C
4	0	0	4

Course Objectives

- To explain the objectives, meaning and nature of teacher education
- To differentiate basic education, teacher education and work experience
- To analysis the various policies in relation to teacher education
- To describe role of various educational thinkers in teacher education
- To discuss new trends and development in teacher education

Course Outcomes:

Course Outcomes (COs)	Level
CO1: Explain the concept, historical development, need, and objectives of teacher education in India.	L1
CO2: Apply the concepts of teaching profession, teacher competencies, and commitment to real-life teaching situations.	L2
CO3: Analyze pre-service and in-service teacher education programs, including innovative teaching practices and use of technology.	L3
CO4: Evaluate the effectiveness of teacher education agencies such as NCERT, NCTE, and NAAC in improving teacher education quality.	L4
CO5: Design a framework for improving teacher education based on the recommendations of various commissions and policies, including the National Education Policy 2020.	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	1	2	1	1	1	-	2	-	1	2	1	2
CO2	2	3	1	2	2	1	1	3	1	2	3	3	2
CO3	2	3	2	2	2	2	3	1	1	2	3	2	3
CO4	1	1	2	1	1	2	1	2	-	2	2	2	3
CO5	2	2	3	3	2	2	2	2	1	3	3	3	3

Course Contents:

Unit I– Concept, Need, History and Objectives of Teacher Education 12 Hours

1. Concept of Teaching & Teacher Education
2. Historical Development of Teacher Education in India
3. Need and Importance of Teacher Education
4. Aims and Objectives of Teacher education

Unit II- Teacher Education as a Profession 12 Hours

1. Concept of Teaching Profession
2. Scope and Characteristics of Teaching as a Profession
3. Teacher Competencies: Kinds of Competencies
4. Teacher Commitment areas: Kind of Commitment

Unit III- In- Service and Pre- Service Program 12 Hours

1. Meaning, Objectives & Basic Requirements
2. Teacher Education Programs for Quality Improvements
3. Innovative Practices: Classroom Teaching and Methods
4. Use of latest Technology: Construction of TLM

Unit IV- Role and Functions of Teacher education Agencies 12 Hours

1. NCERT, DIET, CTE
2. NCTE
3. Concept of ITEP
4. NAAC for Quality Improvement

Unit V-Recommendations of Various Commissions on Teacher Education 12 Hours

1. Secondary Education Commission 1952
2. Kothari Education Commission 1966
3. National Education Policy 1986
4. New Education Policy 2020

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, CCE, MST	External Assessment (EST #)
Weightage (%)	40	60

MST (Internal Assessment) will be conducted by the Department & EST (External Assessment) will be conducted by the CoE office at MU.

List of Books:***Textbook:***

1. K.K. Vashisht – Teacher Education
2. B.K. Passi – Becoming a Better Teacher
3. S.K. Mangal – Teacher Education: Principles and Practices
4. Policy Perspectives in Teacher Education by National Council for Teacher Education

Reference Books:

1. R.S. Nehru – *Encyclopaedia of Education: Teacher Education* (4 Volumes)
2. NCTE Publications on Teacher Education
3. J.C. Aggarwal – *Development of Education System in India*

Important Websites:

1. National Council of Educational Research and Training – <https://ncert.nic.in>
2. National Council for Teacher Education – <https://ncte.gov.in>